

The Life of Cities

ARCH 4307-001/ARCH 5307-001, Fall 2015

Th 2:00-4:50 / ARCH 329

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Office ARCH 416, office hours: Tues, 2-3:00, Wed, 11-12:00

The best way to contact me is through e-mail – but give me a day or two to get to it. Please feel free to come to office hours to discuss course matters or other questions about school life – I am happy to see you! If my door is open, as it often is, feel free to drop in outside office hours as well or make an appointment.



Dallas City Hall: Now and Then

Course description

In the 1960s urban critic Jane Jacobs published *The Death and Life of Great American Cities*, a book based on her observations of what worked and what did not in the making of neighborhoods and public space. As the title suggests, she wrote in a period in which she saw cities in jeopardy, dying because of thoughtless urban renewal strategies. This course will ask students to focus on the “life” of cities by looking at a series of urban projects in major world cities, all of which were designed in the 20th century to rejuvenate, rebrand, or reposition the city. We will look at Los Angeles, Paris, New York, New Orleans, and Mexico City asking questions about what role architecture plays in creating social and political culture in the city.

This year, the course will have a special focus on the idea of the city hall as a space that allows a healthy urban political and public life to develop. Students will research, analyze, and develop online exhibits on city halls in the Dallas-Fort Worth region. Students will also choose a city hall in a world city outside the US to study for comparison and to include in their final research presentation.

Student learning outcomes

Students will develop research, writing, presentation, and critical thinking skills as well as an ability to evaluate western and non-western building cultures and cities. Architecture will be considered in context according to place, time, and theory with historical city fabric contemplated as the setting for contemporary architectural practice. How architecture creates private and public space and concentrates images of political and cultural power is a continuing theme. In addition, students will develop techniques for critical analysis of the wide variety of architectural writing and attention to its

form – whether academic writing, historical writing, travel writing, journalism, or criticism. Students will also learn basic sources for investigating local building history.

Course policies (detailed policies are at the end of this syllabus)

- Attendance, participation, and completion of your work are basic expectations for any class – or any job. I lay out the expectations more specifically in the course schedule below to avoid conflicts and to get us all on the same footing. If at any point you are having trouble, please talk to me outside of class sooner rather than later. I am happy to help you devise work plans and strategies for success but not at all happy to hear excuses after the fact.
- **Attendance is required.** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established this policy: more than 1 unexcused absence will be grounds for lowering of final grade by one full grade. This course meets once a week -- if you miss a meeting you will miss an enormous amount of material and lose the ability to learn from and share with your fellow students. Please arrive on time and prepared.
- **Bring your reading packet to each class meeting.** Take notes – but no laptops or cell phones during class discussion. Even though there are no exams in this class, it will help you focus your thoughts to write down points that are intriguing or elemental to the development of the course using a pen or pencil. See “What You Miss When You Take Notes on Your Laptop” in the Harvard Business Review (July 2015): <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>
- **I do not accept late assignments.** Due dates are clearly marked on your syllabus. Plan ahead – do not wait until the last minute as my expectations have been laid out well in advance. Papers are due in class – papers turned in after class lose ½ letter grade; papers turned in beginning the following day lose a full grade for each day late.
- **Participate.** Ask questions, share ideas, respond to others – my classes are safe and supportive places to explore and expand your ability to argue a specific point of view. By discussing your ideas and having to defend them to others, they become more real and more concrete. Disagreement and counterpoint are welcome – but respect is essential. Failure to treat your colleagues with courtesy during discussion and peer review will not be tolerated.

Readings

Course readings are available in packet at Bird's Copies

Course Evaluation Class participation (including attendance, weekly discussion questions, and discussion)

20% City Hall Exhibit 1

20% City Hall Exhibit 2

10% City Hall Exhibit draft presentation

10% City Hall Exhibit peer review and editing

20% World city research project and presentation

20% Class participation, including weekly assignments

A = exceptional work, 90-100% B = above average work, 80-89% C = satisfactory/average work, 70-79%

D = below average work, 60-69% F = unacceptable, 59 and below

Coursework

1) Weekly assignments: For each course meeting I will ask you either to bring in notes on your reading OR to bring in a required progress report on your exhibit assignment. Your notes should show that you have read the assigned texts and are prepared to discuss them with your classmates.

2) City Hall exhibit. You will develop a web based exhibit on two DFW-area city halls using Omeka. We will work with the Digital Humanities team in the Central Library to get you trained and acclimated to the software. More detailed information will be provided in class, but the major components of the exhibit will include photographs, maps, research into the history of the city hall and its predecessors, and a bibliography. Successful exhibits will be included in a larger online research project in collaboration with graduate students in the Department of Public Affairs. You will be given credit for your work! The goal here is to begin to evaluate how well the public design of these buildings creates a sense of public participation in democratic governmental processes.

3) Global city hall: During the last 3 weeks of classes, you will present your DFW city hall along with your research on a city hall in another country outside the U.S. (one not covered in the course). We can only discuss a few cities across the course of the semester this project is designed to 1) give you the research and critical thinking skills to continue thinking about cities throughout your career and 2) to share information about a broad range of cities with your colleagues.

Course schedule

Please be advised that adjustments to the course schedule may be made to address the educational goals of the course.

Introduction

Week 1 Thursday, August 27

Choose your DFW city hall

Independent work

Week 2 Thursday, September 3

No class meeting: Dr. Holliday in Minneapolis for research on telephone buildings

Assignment

1) Look at cityhall.omeka.net and get familiar with the exhibit structure you will be working with next week

2) Read Mary Ryan, "A Laudable Pride in the Whole of Us" and begin to think about how your city hall fits into the system of ideals she describes.

3) Visit your city halls and take photographs of the interior, exterior, and adjoining public park or plaza (if there is one). Identify the architect. See if you can determine if there were previous city halls, and if so how many/when. USE THE FORM I HAVE PROVIDED TO BEGIN TO RECORD YOUR DATA.

Omeka Workshop in the Library

Week 3 Thursday, September 10

Omeka workshop in the library with Rafia Mirza, Digital Humanities Librarian

Bring the photographs you took as well as any other materials you have scanned or discovered to the workshop. You will sign up for your individual Omeka account and begin setting up your exhibit structure as well as learn about issues with copyright.

Special Collections workshop in the library

Week 4 Thursday, September 17

Special Collections workshop: Archival research into Dallas-Fort Worth

Brenda McClurkin and Ben Huseman will provide you an introduction to materials in Special Collections that you may find useful in researching your city halls, with a special focus on Sanborn maps.

Dell Upton, *Architecture in the United States* (Oxford University Press, 2008), chapter two "Community," 57-105.

How do We See Cities?

Week 5 Thursday, September 24

Kevin Lynch, *Image of the City* (MIT Press, 1960), 1-13, 46-49.

Jane Jacobs, *The Death and Life of Great American Cities* (Random House, 1961) chapter 2, 29-41.

Lewis Mumford, "What is a City?" *Architectural Record* (November 1937): 58-62.

Harvey Graff, *The Dallas Myth* (University of Minnesota Press, 2008), 3-19.

Public Space and Community Values / Field Trip to Arlington City Hall

Week 6 Thursday, October 1

David Monteyne, "Boston City Hall and a History of Reception," *Journal of Architectural Education* (2011): 45-62.

Los Angeles: Love or Hate?

Week 7 Thursday, October 8

Thursday September 11 Los Angeles: Love or Hate? Mike Davis, *City of Quartz: Excavating the Future of Los Angeles* (1990) Reyner Banham, *Los Angeles: The Architecture of Four Ecologies* (1971) Reyner

Banham *Loves Los Angeles*, view entire film on [vimeo](#)

Assignment due: First draft of City Hall exhibit. We will spend one-half of our class time reviewing your exhibits and thinking about where to go next.

Paris and Les Grands Travaux

Week 9 Thursday October 15

Charles Baudelaire, *Paris Spleen* (New Directions, 1970; orig. 1869), ix-1, 72-77.

David van Zanten, *Building Paris* (Cambridge University Press, 1994).

Paul Goldberger, "In Paris, A Facelift in Grand Style," *New York Times*, 17 May 1987.

Assignment due: Proofreading and edits of your partner's exhibit.

New York and the Grid

Week 10 Thursday October 22

Frederick Law Olmsted, "The Misfortunes of New York," reprinted in Sutton, ed., *Civilizing America's Cities* (MIT Press, 1997), 43-51.

Hilary Ballon, ed., *The Greatest Grid* (Columbia, 2012), "The Commissioners Plan of 1811" and "Surveying the City"

Rem Koolhaas, *Delirious New York: A Retroactive Manifesto for Manhattan* (Oxford University Press, 1978), ch. 1.

Mexico City: The changing meaning of public space

Week 11 Thursday October 29

George F. Flaherty, "Responsive Eyes: Urban Logistics and Kinetic Environments for the 1968 Mexico City Olympics," *Journal of the Society of Architectural Historians* 73 (2014): 372-397.

Gonzalo Celorio, "Mexico, City of Paper," in Rubén Gallo, ed., *The Mexico City Reader* (University of Wisconsin Press, 2004), 33-52.

Assignment due: Final Draft of exhibit. We will spend the second half of class working in small groups to edit and refine your exhibits before your final presentations begin.

Student presentations

Week 12 Thursday, November 5

Student presentations

Week 13 Thursday, November 12

Student presentations

Week 14 Thursday, November 19

NO CLASS – Thanksgiving

Week 15 Thursday, November 26

Student presentations and Conclusion

What Makes a Good City Hall? Questions to ask moving forward

Special guests TBA

Week 16 Thursday December 3

Enjoy the holiday break and happy new year!

Visit city hall in your home town and send us all pictures.

Detailed course policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: [Required for all undergraduate courses] UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: [Required for face-to-face courses; should be omitted for online courses] Should we experience an emergency event that requires us to vacate the building, students should exit the room and move

toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.